**K-5 Math Lesson Plan**

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| **Teacher:**  **Raynor** | | | **Grade: 3** | | | **Date(s)**: Day 6 |
| **Unit Title: Planning a Family Reunion** | | | | **Corresponding Unit Task: Prior to Task 3** | | |
| **Essential Question(s): How does the relationship between addition and subtraction help me add and subtract within 1000?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:** | | **Student:**  **Base 10 Blocks** | | | **Fact Family**  **Inverse Operation**  **Addition**  **Subtraction** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  x  1. Make sense of problems and persevere in solving them.  x 2. Reason abstractly and quantitatively.  x 3. Construct viable arguments and critique the reasoning of others.  x 4. Model with mathematics.  x 5. Use appropriate tools strategically.  6. Attend to precision.  x 7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 3.NB.2** | | | | | |
| **I Can Statement(s): I can use the relationship between addition and subtraction to help me add and subtract within 1000.** | | | | | |
| **Activating Strategy/Hook:** **If $48+$12=$60, what is $60-$12?** | | | | | |
| **Teacher Directed:/Guided Practice:**  **Teacher leads discussion of answers to questions, specifically fact family and the relationship between addition and subtraction. Teacher explains that addition and subtraction are opposites and that we can use addition to check subtraction and subtraction to check addition. Teacher holds up a rod and asks how many ones. Teacher holds up a flat and asks how many tens? How many ones? Teacher uses menu math page 7. Teacher models using base ten blocks how to answer questions 1-3 and how to check with subtraction. As teacher models, students assist teacher with regrouping.** | | | | | |
| **Independent Practice: Students work on problems 4-10 (or however many they get finished in allotted time), adding and checking with subtraction (base 10 blocks)** | | | | | |
| **Closing/Summarizing Strategy: Fact Family Game** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| **Larger Numbers**  **Help Students Who Struggle** | | | **Peer Tutor**  **Mark on manipulatives** | | | **Partner to discuss, answer orally** |
| **Assessment(s):Independent Practice**  **Worksheet** | | | | | | |